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ABSTRACT

The 1978-79 annual report of the Southern Regional Education Board is presented. Contents are as follows: information about SREB, sources of support, chairman's statement, president's report, and information about current SREB programs. SREB's new, revised profile of southern postsecondary education in the mid-eighties, information about enrollment projections for the eighties, and supply and demand for college graduates in the south by 1985 are presented. An Academic Common Market, established by SREB in 1974, has encouraged joint use of uncommon graduate programs by other southern states. This fall 170 programs will be shared regionally and the Market will include a dozen uncommon baccalaureate programs in allied health fields. Work accomplished on faculty development and improved fiscal management are outlined, and information is presented on testing of a nursing curriculum, manpower issues in nursing and allied health, new issues in the human services, and mid-level careers in mental health. Other SREB programs concern the educational attainment of black Americans, racial composition of faculties, and instructional change in black colleges. For each of the programs, participating institutions, staff members, and sources of support are listed. Recent SREB publications and information about SREB staff and finances are included. (SW)

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SREB 78-79

SOUTHERN REGIONAL EDUCATION BOARD ANNUAL REPORT 1978-1979

SREB 78-79

SOUTHERN
REGIONAL
EDUCATION
BOARD

SOUTHERN REGIONAL EDUCATION BOARD
130 SIXTH STREET, N.W.
ATLANTA, GEORGIA 30313

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About SREB

The Southern Regional Education Board (SREB) is the nation's oldest interstate compact for higher education and a pioneer in regional planning and action for the effective multi-state use of educational programs.

Created in 1948 at the behest of the Southern Governors' Association, SREB brings together educators, government officials and other regional leaders to work in concert to advance higher education and, in so doing, to improve the social and economic life of the South.

SREB's member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

SREB is governed by a board consisting of the governor of each member state and four other individuals from the state, one of whom must be a state legislator, and one, an educator. All appointments are made by the governor for four-year staggered terms.

SREB has no coercive power over any state or institution. Working directly with state governments, academic institutions and other related agencies, SREB does research and makes reports on needs, problems and developments in higher education; conducts cooperative programs to upgrade training in undergraduate, graduate, professional and technical education; and serves as fiscal agent and administrator in interstate arrangements for regional education services and institutions.

Sources of Support

SREB is supported by appropriations of its 14 member states. In addition, funds for various program activities in 1978-79 came from the following foundations and agencies.

Private

Carnegie Corporation

Arthur Vining Davis Foundations

Exxon Education Foundation

The Ford Foundation

W. K. Kellogg Foundation of Battle Creek, Michigan

William R. Kenan, Jr. Charitable Trust

Alfred P. Sloan Foundation

Levi Strauss Foundation

Federal

National Institute of Mental Health

Health Resources Administration

U. S. Office of Education

Chairman's Statement: John D. Rockefeller IV Governor of West Virginia

Over the last generation, our nation has devoted an ever-greater part of its gross national product to health care. In less than 30 years, health care's share of our total economy has doubled.

The estimated $1 billion the South is spending this year to educate health professionals is dwarfed, of course, by the nation's $160 billion outlay last year for the entire health care system.

Nevertheless, the costs of health education to our states are significant. In the South, they have doubled in the last five years and are growing at a rate 50 percent higher than appropriations for all of higher education.

These costs reflect the considerable expansion of health education in this decade—an expansion that has begun to taper off. But in light of diminishing federal support in health fields, there will be corresponding pressures to increase state support.

Clearly, state leaders understand that high quality health science education is expensive, with costs paralleling the rising expenses of the whole health care enterprise. Inevitably, however, the public debate will intensify over the cost-effectiveness of a health system that consumes so much of our total social investment. And while health education is a modest part of that total investment, it is nonetheless large and a key to the total system.

It is not surprising, therefore, that policymakers are asking if health education programs are indeed directed to meeting actual state needs for skilled practitioners—rather than the aspirations of various professions, the ambitions of institutions and their faculties, and the interests of potential students.

Until recently, the conventional wisdom was that expanding the supply of health manpower would lead to a better dispersal and deployment of personnel across the countryside.

Accordingly, 20 new medical schools have been established in the nation since 1970—half of them in the South—with similar growth in other health professional training programs. Recent reports from the Southern Regional Education Board tell us that the South:

- will be training twice as many physicians in 1985 as it did in 1970;
- has already experienced a sevenfold increase in the annual number of allied health graduates in the last ten years; and
- has doubled the number of registered nurses in the last six years.

This expanded supply of health professionals will be entering the market year by year. But, will this solve the distribution problem?

Today, there are still hundreds of this nation's counties—one-third of them in the South—that lack adequate access to health care. The increased supply of health personnel is anticipated to disperse from large cities to medium-sized communities, but is not expected to provide services in every rural county, however.

Ironically, many health economists see a day on the horizon when there will be oversupplies of health personnel in general while these underserved pockets persist. In fact, the Secretary of Health, Education, and Welfare recently announced that the federal government will no longer stimulate an increased supply of health

professionals and urged higher education to consider reducing its training capacity in these fields.

The swelling supply of health professionals, coupled with the trend to train them for longer periods of time and at higher degree levels, may bring diminishing returns and a social cost we will be hard pressed to justify. For example, it is estimated that each new physician generates a quarter of a million dollars in health care costs annually for other personnel, services, and drugs.

Another basic question we need to ask ourselves is if these increases in health funding and in health manpower are leading to better health of Americans. The evidence is mixed, at best. Since the early part of this century, our citizens enjoyed a steady climb in their life expectancy until a virtual plateau was reached in the mid-Fifties.

Many observers today are telling us that to augment the nation's health significantly we will need to inculcate better health habits in our citizens and reduce environmental hazards.

All of our people hope to enjoy good health, and leaders in education and government have the responsibility to assure that sufficient manpower is available at reasonable costs to fill the health needs of the states. Through linkages of government and education, such as SREB, it will be possible for such health policies to be devised.

SREB is developing a health manpower policy analysis center that will link policy analysts and researchers with policymakers who shape education and health care practices and programs. This region has produced a number of strong health policy and research institutes with the talents to conduct such problem-solving activities. Through an SREB center, we will be able to more effectively use these talents and share both successful and unsuccessful measures developed by individual states with government leaders seeking solutions to similar problems.

SREB has a long-standing commitment to providing efficient and effective health manpower in this region. Some of the earliest programs involved sharing these high-cost programs among our states and studying future manpower needs and planned expansion to meet them.

This SREB involvement continues today with initiatives to strengthen nursing curriculum, to stimulate planning in allied health education, and to find new ways to put the expanded supply of health professionals to work.

An SREB health manpower policy analysis center will serve as the focal point of these efforts. For example, the center will be able to share information about the policies used by various states to affect the geographic or specialty distribution of health care professionals through selective recruitment or selective training or support for specific training programs. Other states can use this information to establish appropriate procedures to encourage health practitioners to locate in need areas or to practice the kind of health care that is most needed by the people of a state.

In addition to policy issues related to the training of health professionals, the center will be able to provide information about licensing and registration procedures and policies that affect the health professionals in their practices.

I hope this will prove to be another example of how our states can accomplish more working together regionally than any one state can accomplish alone.

Report from the President: Winfred L. Godwin

As the Seventies draw to a close, the predicted slowdown in higher education enrollment is suddenly a reality. This fall, half of the Southern states registered declines in the size of their student bodies.

This spring, SREB revised its mid-Eighties profile of Southern higher education to accent the increasing role of part-time students.

It should be noted that "headcount" enrollment projections mask the degree of decline ahead. Although we expect headcount enrollment to be about the same in the South in 1986 as it is today, full-time-equivalent (FTE) enrollment could be about five percent lower than it was this fall—spelling the loss of more than 100,000 full-time students.

Cost-conscious officials should understand that enrollment declines are not translatable directly into equal budget cuts, but a decline of the proportions we face does pose important questions about programs, staffing, and facilities which must be faced realistically by all concerned parties.

If the fall-off in enrollment could be spread proportionally across all of Southern higher education, even lower projections than SREB's lowest forecasts could be absorbed without drastic changes. But this is not the case, since certain states, certain kinds of institutions, and certain population centers may gain while others shrink.

In this final year of the Seventies, it is fair to ask how well we have readied ourselves during this buffer era between the heady growth of the Sixties and the uncertainties of the Eighties.

By the early years of this decade, voices began to be heard warning that graduate education was over-developed, that the pool of graduates was expanding more rapidly than the traditional college job market, and that new approaches to teaching and learning were required to meet the needs of a more diverse student body.

One response was to apply the brakes on academic program growth by tightening program approval and review procedures, and through other means, including, in this region, a sharing of uncommon programs through SREB's Academic Common Market.

SREB's most recent semi-annual clearinghouse on doctoral programs turned up an unusually large number of program terminations as well as programs still pending decision. In fact, no new programs have been approved in six states, three of which have imposed moratoriums on new doctoral offerings.

On the other hand, SREB's latest study of degrees awarded nationally and regionally shows doctoral production in the South continuing to grow at a faster rate than in the nation, at a time when employment prospects for Ph.D.s are unfavorable in numerous fields, especially college-level teaching.

Thus, although state-level program review has moderated proliferation of programs, demand for graduate education continues fairly high in some fields, due in part to the fact that some baccalaureate holders, facing a highly competitive job market, enroll in graduate programs to improve their credentials. Advanced work in teacher education, a usual

prerequisite to teacher salary increases, is an even greater factor.

It is well to remember that one thing we emphatically did not do during the Seventies was to restrict higher educational opportunity. By the middle of this decade, black enrollment had almost doubled over 1970 levels. And, as of last fall, women comprised more than half of the region's student body. Also, the number of older students in SREB states has doubled. In 1965, one-fifth of the students were 24 or older; today, almost two-fifths fall in that age bracket, and most of them are attending college part-time.

In recent years, institutions and agencies began to provide this expanded and diverse pool of students better information on the variable job outlook for graduates. Efforts such as a score of manpower reports from SREB have assisted institutional counseling and follow-up studies of recent graduates.

Despite developments just noted, two respected groups – the American Assembly and the Carnegie Council for Policy Studies in Higher Education – recently cast doubt on higher education's preparedness for the Eighties.

They both issued warnings that the coming era of declining enrollments will bring increased temptations for institutions to abandon traditional standards in a frantic competition for students.

The American Assembly went further to urge colleges to face squarely the limitation of resources and to plan those actions necessary to reduce the size and cost of their operations, without jeopardizing academic quality and access to higher education.

Among the issues in higher education planning in many states is increased competition for programs and dollars between a newer generation of urban institutions and the older "flagship" institutions.

The urban university typically displays strong demand for service-oriented, "credentialing" or continuing education types of advanced study for its large "place-bound" population, while the flagship institution continues to serve the kind of student clientele and program objectives associated with traditional advanced education and research.

How can the aspirations of newly developed institutions be satisfied during a time of general slowdown and in view of the large investment which usually has been made at one or more strong flagship universities sometimes located away from the metropolis?

The dilemma is compounded by the need to guard against dilution of our established research capabilities in an era of uncertain federal and foundation funding priorities. This should be of special concern in the South, which has never had the benefit of enough first-rank research and graduate programs.

Another set of issues revolves around the very real possibility that enrollment declines will lead to the necessity for merger, reorganization, or closure of some institutions, in both the public and private sectors.

These difficult adjustments, which have occurred with increasing frequency in the ranks of private higher education in this decade, will be more common in the public sector in the Eighties.

For a variety of reasons, including geographic location, reputation, program attractiveness,

and size, some institutions may not be able to maintain viable levels of enrollment.

The halo effect of "Sunbelt growth" in the South may lull some leaders and policymakers into avoiding consideration of the full implications of declining enrollments. The obvious political sensitivities surrounding retrenchment should not prevent planners from preparing contingencies prior to a crisis.

In the long run, the best way to insure vigorous, quality-oriented systems of higher education is through state-level coordination and planning that is guided by clear, distinct statements of the role and scope of each institution and that gives fuller consideration than in the past to the private sector.

In the Seventies, the cast of characters involved in higher education decision-making has enlarged to include governors, legislators, institutions, state higher education agencies, executive office budget and planning staffs, legislative committees and staff, legislative overview and evaluation committees, and state postsecondary education commissions. This is in addition to organized faculty and student groups that bid for a greater voice, and federal agencies and programs that increasingly influence state decisions.

The management of slow growth or retrenchment is a new challenge to all the groups now a party to higher education policy. It will require a degree of state-level study and decision-making at least as complex as that of the earlier period of growth.

State higher education agencies, most of which were established by legislation in the last 20 years to deal specifically with these problems, will find their roles more difficult and more open to criticism from institutions, government, and the public. Tensions will increase between these state-level agencies and the institutions which they coordinate and govern.

SREB has long sought to encourage states to improve their planning and coordinating processes, and this will continue to be a prime concern as we consider such issues as geographic access to advanced higher education and criteria for retrenchment.

Public faith in postsecondary education remains at a high watermark – while other of our society's institutions, such as government and business, are suffering a loss of confidence. But it remains for higher education to continue to deserve this public trust by dealing forthrightly with the issues at hand and ahead and thereby preserve the strength it has developed. SREB pledges to assist state and education leaders in facing and coping with those issues.

A Program Sampler

SREB's current program is broad and diverse, seeking to provide services to states and institutions as well as leadership in directing attention to important issues and opportunities in higher education.

One of SREB's most widely known activities is administering a number of arrangements whereby states share high-cost and uncommon academic programs and facilities. A major part of this activity is a contract program for interstate access to education in dentistry, medicine, nursing, optometry, osteopathic medicine, public health, and veterinary medicine.

Currently, about 2,000 students are crossing state lines under the programs, supported by $9 million in state funds to help pay for their training. Tuition aid contracts enable a state to pay non-resident tuition for its residents attending out-of-state schools in actuarial science, forestry, landscape architecture, library science, meteorology, nuclear engineering, occupational therapy, and pulp and paper technology. In addition, a large number of uncommon graduate programs are available for interstate use through SREB's Academic Common Market.

A broad-based research and information service provides comparative trend information to planners and decision-makers on enrollments, institutional and student finances, faculty salaries, and earned degrees. Short-term special projects are addressing a number of issues, including undergraduate curricular reform, faculty evaluation, graduate follow-up studies, retrenchment policies, and manpower needs.

An annual SREB Legislative Work Conference brings together legislative leaders from the South to discuss current and future directions in higher education. In addition, SREB staff members meet each year with the SREB Legislative Advisory Council, state higher education agency leaders, legislative committee and executive budget staff, and planners in health professions education to consider regional issues. A continuing consultative and state services program works with individual states and institutions on specific problem areas.

SREB's work in health and human services, now in its 25th year, assists states in planning effective manpower training to meet state needs in these fields. As discussed earlier in this report, a new health manpower policy analysis center will provide sharper focus to these efforts. A regional Commission on Mental Health and Human Services advises on a sizable number of special programs. Also, a group of projects guided by the SREB Council on Collegiate Education for Nursing are helping to improve curriculum and teaching and to promote research in nursing.

The following pages look briefly at a sampling from this range of current SREB programs.

A Mid-Eighties Profile of Higher Education in the South

The picture of higher education in the South over the next decade will depend most directly on the extent to which older people and women tend to enroll in college, the majority of whom are expected to attend part-time.

SREB's new, revised profile of Southern postsecondary education in the mid-Eighties offers a view of the future based on an extension of the slower growth witnessed in the latter half of the Seventies. The Profile sees enrollments increasing slightly through 1981 and then decreasing through 1986.

Women and students aged 24 and over are likely to become larger parts of college enrollments in both the region and the nation. Largely because these two groups are more likely to combine college attendance with other responsibilities, part-time study is expected to increase greatly.

In turn, the growing presence of the part-time student will favor those kinds of institutions that are nearest the home, that are least costly, and that offer programs closely tied to the occupational and avocational interests of persons in mid-career.

The growth of part-time study by older students is likely to continue to fuel the trend away from formal study for the bachelor's degree, since older people are more likely to already have earned four-year degrees. Also, older, part-time students may find the greater flexibility of graduate and non-degree related study more suitable to their schedules.

On the basis of recent trends, the highly accessible public two-year college may be expected to continue its enrollment growth as it meets these student demands for non-degree courses. The public sector, in general, and the community college in particular, tends to be located closer to more people than the private college.

The future of the private college very well may depend not on how it can compete with the public sector in the part-time student market, but in how well it can continue to maintain or increase its long-time attraction for the full-time student.

A central message of the SREB Profile is that accurate forecasts of enrollment must trace the contemporary rise in part-time students and must account for the dampening effect of part-time students on total enrollment, since part-time students generate only fractions of the tuition and state and federal support garnered by full-time students.

The SREB Profile outlines the effects that fewer new students and increasing proportions of part-time students may have on total enrollment, on different kinds of institutions, and on the demand for faculty. For example, the need for faculty may be expected to decline in the face of large supplies of new Ph.D.s, giving rise to lower salaries compared to industry, a higher average age for faculty, less movement of faculty among institutions, and an increasing percent of faculty with tenure.

From this Profile, a restrained view of higher education in the mid-Eighties emerges, which is even more sober when compared with projections that fail to take into account the impact of rising part-time enrollments on full-time-equivalent enrollment and per-student revenue.

Report: *A Profile of Southern Postsecondary Education in the Mid-80s*
Staff: David S. Spence
Support: SREB funds

Projecting Enrollment for the Eighties

Few involved in higher education are not aware of the coming decline in the size of the traditional college-age population or the gloomy enrollment projections both for the nation and the South for the coming decade and beyond.

The reality of a no-growth present and projections of decline have heightened interest in SREB estimates of enrollments into the Eighties. Both state planning agencies and institutions are finding that accurate forecasts of next year's enrollment and "best guesses" for the long term are critical elements of the higher education planning process. Increasingly, annual budget decisions, program planning, and campus construction priorities are being based on these enrollment projections.

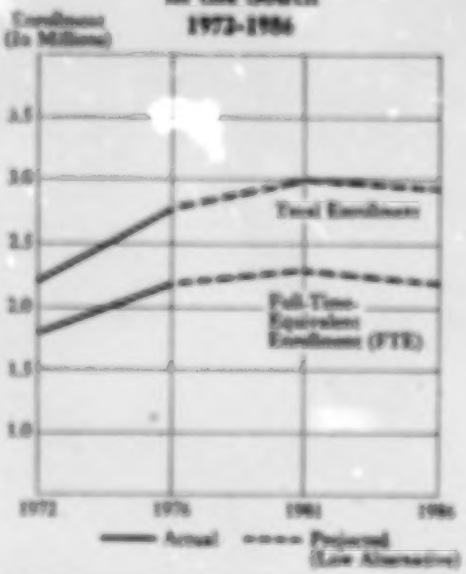
The current uncertainty about the level of future enrollments in higher education led SREB in the past year to return to the presentation of alternative projections based on different assumptions about future rates of attendance.

The high alternative follows the model developed by the National Center for Education Statistics (NCES) and assumes that past trends of ever-increasing participation among women and older students will continue until at least 1986. The low alternative assumes that current levels of participation in higher education will stay the same.

National and regional enrollment trends during the past two years have been closest to the low projections of NCES and SREB. In these projections, total enrollment in the South can be expected to increase modestly for the next few years and then decline during the first half of the 1980s (see figure).

Year-to-year fluctuations can be expected, however, as students respond to variable influences, such as the economy, the job market, and the availability of financial aid. Furthermore, institutions will vary considerably in enrollment fortunes; in fact, some may even gain students in this period of overall leveling and decline.

College Enrollment in the South 1972-1986



Due to the increasing proportion of part-time students, projections of full-time-equivalent (FTE) enrollments show even less growth to 1981 and more decline from 1981 to 1986 than do the traditional "headcount" projections. FTE enrollments in 1986 are projected at 2,173,000 in the South, about a five percent decrease over their levels this fall.

Report: *Fact Book on Higher Education in the South, 1977 and 1978*

Staff: James R. Mingle

Support: SREB funds

Supply and Demand for College Graduates in the South, 1985

SREB's latest examination of the supply and demand for college-level manpower concludes that career advancement will be more competitive in the next decade because of the high influx of college graduates into the labor market recently.

Through the mid-Eighties, four out of five college graduates in the South should find work in the professional-technical or managerial fields that usually have been associated with a college diploma. The remainder will be absorbed in the more extended job market of occupations not considered traditional outcomes of a college education, such as sales and clerical positions.

To some, this raises the spectre of underemployment and the possibility of social unrest. It is natural, however, as a higher percentage of the total population attends college, that the definition of what constitutes a "suitable" job for a college graduate should also expand.

The SREB report foresees that the number of openings in managerial and administrative occupations will be more than double the number of degrees in business and public administration. When openings in sales occupations are included, the market for students majoring in business administration is found to be even stronger.

Liberal arts and social science graduates have always comprised part of the labor supply for management and administrative positions in the public and private sectors. Those liberal arts graduates who have had business-related summer jobs, or who have taken electives in areas such as data processing or personnel administration, will have an advantage in competing for business jobs.

A favorable employment outlook is projected through the mid-Eighties in all the health disciplines (with the exception of pharmacy), engineering, and computer sciences. Despite the tremendous expansion in the number of graduates in accounting, this field should continue to be favorable, due to the widespread demand for accountants in business and government.

Architecture, communications (including journalism), law, and social work are four areas in which a surplus of college graduates is projected. Library science appears favorable, although openings in this field are particularly prone to the vagaries of governmental funding.

Teacher education will produce more graduates than projected openings, although some specialties, such as industrial arts and business education, will experience shortages. Education is one field that merits continued monitoring in order to prevent a recurrence of the serious teacher oversupply of the early 1970s.

SREB's continuing manpower series stresses that preparation for a job is a very important objective for many students who attend college, but by no means is it the only reason for seeking a college education. Impressive benefits accrue to society and the individual from the college experience, over and above the level of entry in the job market.

Report: *Supply and Demand for College Graduates in the South, 1985*
Staff: Eva C. Galambos
Support: SREB funds

The Academic Common Market

Over the past two decades, Southern higher education has developed stronger graduate and research programs, a number of which have attained national recognition for excellence.

This movement toward regional parity in graduate education paralleled rapid growth in the nation as well. And by 1970, state higher education agencies were beginning to search for ways to stem the tide of advanced degrees which was becoming apparent in the national Ph.D. job market.

SREB responded in a number of ways to assist states in planning measured growth. One cluster of activities centered around information sharing among SREB states on new program proposals. Another set of responses involved regional sharing of uncommon programs and facilities.

In 1974, SREB established an Academic Common Market to encourage joint use of graduate programs that are relatively uncommon. SREB recognized that the spectrum of Southern graduate programs ranges from those which are present in every state to a large group of programs offered in only one or two states.

The Market encourages states to tap these special programs on an interstate basis, thereby providing access to broader educational opportunity for students and realizing a number of economies.

First, students save when their home states arrange to make an uncommon out-of-state program available to its residents through the Common Market without the charge of out-of-state tuition.

Second, the Common Market serves as a "safety valve" for regional program proliferation in disciplinary areas of limited demand. Many state higher education agencies are taking into account the presence of Common Market programs when considering new program proposals.

In the five years of operation, the Academic Common Market has more than tripled the number of programs in its regional pool. This fall, 370 programs will be shared regionally and the Market will include a dozen uncommon baccalaureate programs in allied health fields.

Participating Institutions: Alabama A&M University; Auburn University, AL; Austin Peay State University, TN; Clemson University, SC; The College of William and Mary, VA; Coppin State College, MD; East Tennessee State University; East Texas State University; Eastern Kentucky University; Eastern Virginia Medical Authority; Florida Atlantic University; Florida International University; Florida State University; Frostburg State College, MD; Georgia Institute of Technology; Georgia State University; Grambling State University, LA; Lamar University, TX; Louisiana State University; Louisiana State University Medical Center; Louisiana Tech University; Medical University of South Carolina; Memphis State University, TN; Middle Tennessee State University; Mississippi State University; Morgan State University, MD; North Texas State University; Old Dominion University, VA; Southwest Texas State University; Stephen F. Austin State University, TX; Tennessee State University; Tennessee Technological University; Texas A&I University; Texas A&M University; Texas Tech University; Texas Woman's University; University of Alabama; University of Alabama in Birmingham; University of Alabama in Huntsville; University of Arkansas; University of Central Florida; University of Florida; University of Georgia; University of Houston at Clear Lake City; University of Kentucky; University of Louisville, KY; University of Maryland, Baltimore County; University of Maryland, College Park; University of Mississippi; University of New Orleans, LA; University of South Carolina; University of South Florida; University of Southern Mississippi; University of Southwestern Louisiana; University of Tennessee; University of Tennessee at Chattanooga; University of Tennessee Center for the Health Sciences; University of Texas at Arlington; University of Texas at Austin; University of Texas at Dallas; University of Texas at El Paso; University of Texas Medical Branch at Galveston; University of Virginia; Virginia Commonwealth University; Virginia Polytechnic Institute and State University; Western Kentucky University; and West Virginia University.

Staff: Edwin C. Godbold

Support: SREB fun-ls

Faculty Evaluation

Faculty evaluation for administrative purposes, such as decision-making on promotions and pay raises, is, of course, practiced by every collegiate institution. But these evaluations may range from simple judgments of a department head or dean to fairly elaborate systems of weighing information from all relevant sources, including students.

Not only have institutions in recent years moved in the direction of more systematic forms of faculty evaluation, they have also found it useful to conduct these activities in a manner which can promote improved faculty performance, or what has become known as "faculty development."

SREB began its work in faculty evaluation with a 1975 regionwide survey. Responses indicated that most institutions which had begun to systematize their evaluation procedures justified these efforts primarily in terms of developmental objectives, rather than mere administrative decision-making.

Further in-depth studies by SREB staff found that systematic and equitable approaches in gathering information for decisions on faculty advancement can in fact be a major factor in maintaining faculty morale and in developing greater teaching effectiveness.

Clearly, in a time of decreased faculty mobility among institutions, it is becoming more important for each college and university to maximize the effectiveness of its current staff. An SREB project has been assisting institutions in learning how to capitalize from systematic faculty evaluation.

Teams of four from each of the 30 participating regional institutions attended a series of semiannual workshops and employed the help of consultants who visited their campuses to help develop new or revised procedures for faculty evaluation.

The project did not actively promote a particular method for evaluation to be followed by each school. Instead, institutions were encouraged to develop evaluation procedures that were applied fairly and regularly, with particular attention to the areas of faculty improvement and consideration for learning by students. A forthcoming report will share the results of these efforts.

Participating Institutions: Anderson College, SC; Auburn University, AL; Augusta College, GA; Austin College, TX; Austin Community College, TX; Barry College, FL; Birmingham-Southern College, AL; DeKalb Community College, GA; Delgado College, LA; Florida International University; Henderson State University, AR; Hinds Junior College, MS; Jackson State Community College, TN; Kentucky State University; Mary Washington College, VA; Mississippi College; Mississippi State University; North Carolina A&T State University; North Lake College, TX; North Texas State University; Piedmont Technical College, SC; St. Mary's Dominican College, LA; St. Petersburg Junior College, FL; Shepherd College, WV; Spelman College, GA; Tuskegee Institute, AL; University of Arkansas at Little Rock; University of Arkansas at Pine Bluff; University of Texas Health Science Center at San Antonio; and Virginia Commonwealth University.

Staff: William R. O'Connell, Jr., Steven H. Smarte

Support: Fund for the Improvement of Postsecondary Education
Carnegie Corporation of New York

The Educational Attainment of Black Americans

The participation of black Americans in higher education has increased significantly in the 1970s, and, when viewed in the context of a generation of blacks, these changes have been extraordinary.

Yet, the level of educational attainment among young blacks and their involvement in graduate and professional education still lag far behind the rates of whites. The programs of study followed by blacks also differ markedly from those of whites and indicate serious over- and under-representation in some academic fields.

These are the principal findings of two SREB reports—one on enrollment trends, the other on earned degree patterns—which chronicle the progress of blacks in higher education and focus on their current status.

The report on black enrollment charts the progress of blacks toward equal educational opportunity by following the statistics on educational attainment of blacks and whites in the last three decades. The study highlights the increasing access of blacks to high schools in the 1950s, the impact of desegregation of predominantly white colleges and universities in the 1960s, and the rapid acceleration of black enrollment in the 1970s.

Much of the change in the level of college participation among blacks has come in this decade. Federal financial aid, judicial action, private foundation support, civil rights activism, and the expansion of the public higher education systems of the states, especially the open access two-year institutions, have all had an impact in raising the level of black enrollment.

Since 1970, black enrollment in the South has grown at double the rate of white enrollment. Nevertheless, because of differential high school graduation and college retention rates, the educational attainment of college-age blacks lags behind that of whites. In 1977, 32 percent of blacks aged 20 to 24 had completed at least a year of college, compared to 41 percent of whites in that age group.

Information on the programs of study and the degrees received by blacks has been particularly sketchy in the past. But SREB's new report on earned degrees taps the first systematic data collected by HEW of degrees awarded to blacks at all colleges and universities in the nation.

SREB's analysis found that blacks in the South received 11.5 percent of all bachelor's degrees, 11.3 percent of all master's, 4.7 percent of first professional degrees, and 4.3 percent of all doctorates.

One of the major findings of the study is the diverse pattern of black and white graduates in their choice of fields of study. At the bachelor's level, blacks are severely underrepresented in many fields, including architecture, agriculture, engineering, and the physical sciences.

Reflecting the singularity of employment opportunities in the past, nearly a third of all blacks receive their bachelor's degrees in education, compared to a fifth of whites. At the graduate level, 75 percent of all master's and doctorates awarded blacks were in the field of education, compared to less than 50 percent of whites.

The study also reveals the continuing role of predominantly black colleges and universities in the South in the education of black students. Black institutions, despite their shrinking share of total black enrollment, continue to account for 69 percent of all bachelor's degrees awarded blacks and 46 percent of all graduate degrees, most of which are at the master's level.

Reports: *Black Enrollment in Higher Education: Trends in the Nation and the South*
Degree Output in the South: Distribution by Race, 1975-76
Staff: James R. Mingle
Support: SREB funds

Racial Composition of Faculties

In an era where "affirmative action" has become a byword of the educational scene, information on the racial composition of faculties has been fragmentary.

SREB addressed this fact-finding problem recently by conducting a survey of full-time faculty in Southern public higher education.

Blacks make up 7.9 percent of full-time faculty in the region's public four-year institutions and 7.2 percent in the two-year colleges. This is about half of the black share of collegiate enrollments.

Blacks constitute less than two percent of total faculty in those four-year institutions where black enrollment is less than five percent.

Black faculty representation varies greatly among academic fields. For example, blacks represent one-sixth of the total teacher education faculty in four-year colleges; in fact, almost one-third of total full-time black faculty in senior institutions of the South is concentrated in this one discipline.

On the other hand, there are few black faculty members in the fields of engineering and accounting.

Two major conditions help to explain the disparities of black representation in the various academic disciplines: the small number of advanced degrees earned by blacks, and the continued concentration of these advanced degrees in the field of education.

The 320 doctoral degrees earned by blacks in the region in 1976 are barely sufficient to provide annual faculty replacements, much less to increase black faculty representation, since blacks now account for 7,700 of the more than 97,000 full-time faculty accounted for in SREB's survey of public four-year institutions.

It will be very difficult to generate a greater supply of black faculty in disciplines other than education, when a fourth of the limited number of advanced degrees earned by blacks in the region is fragmented among all of the remaining fields.

Although the increasing number of blacks earning master's degrees is also a valuable resource for faculty manpower—particularly in two-year colleges—competition from the oversupply of doctorate-holders of all races in many fields must increasingly be expected.

In addition, the average level of academic preparation of black faculty already lags considerably. Whereas 65 percent of all faculty in four-year institutions hold doctorates, only 37 percent of black faculty are at that level. This lag in doctoral preparation of black faculty is an important factor in accounting for corresponding differences in the number of full professorships and tenured positions—two categories where black faculty are significantly below the average of total faculty.

Report: *Racial Composition of Faculties in Public Colleges and Universities of the South*

Staff: Eva C. Galambos

Support: SREB funds and Ford Foundation

Instructional Change in Black Colleges

Fundamental to the future of historically black institutions are changes in their instructional programs. New career opportunities opening to their graduates over the past fifteen years call for new courses and new methods of teaching.

Since 1971, SREB has administered a program for improving instruction in selected black institutions in the belief that substantial funding over a five-year period to improve instruction in a targeted field would result in visible and permanent improvements.

These institutions chose programs in line with the new educational and career opportunities opening to their students. For example, three institutions selected business administration and have developed majors in accounting, management, and finance. Two of these projects have been completed, and substantial numbers of graduates are being placed in positions in banks, corporations, and other business enterprises.

Two universities focused on public administration and urban problems for substantial course development. Both campuses arranged internships with local, state and federal agencies to inject on-the-job experience in the curriculum.

Blacks are significantly underrepresented in mathematics and science-related careers, and the current and projected manpower needs in these fields prompted five institutions to elect to improve instruction in these areas. These programs are not only placing emphasis on advanced courses but on the redesign of instruction during the first two years of college science in order to build the basic skills and knowledge essential for advanced work.

Four black institutions were concerned with improving instruction in the basic freshman and sophomore courses required of all students. They were convinced that the traditional teaching approaches in English, history, sciences, and other introductory areas were not meeting the specific problems in developing basic skills needed by many entering students. Written and oral communications were identified as prime concerns. These colleges revamped their basic courses, set up learning laboratories, established tutoring services, and succeeded in raising the level of students to succeed in upper level college work.

SREB staff has worked closely with the participating institutions to provide continuing consultant help and to evaluate results. Including present commitments, more than $5 million has been provided for these projects that are resulting in permanent programs for expanding opportunity for black college students and serving as models for change for other regional schools.

Participating Institutions: Benedict College, SC; Bennett College, NC; Fisk University, TN; Florida A&M University; Hampton Institute, VA; Jackson State University, MS; North Carolina Central University; St. Augustine's College, NC; Tuskegee Institute, AL; Virginia Union University; and Xavier University of Louisiana.

Staff: William C. Brown, James M. Godard

Support: William R. Kenan, Jr. Charitable Trust.

Improving Fiscal Management

With increased calls for management accountability and cost-effective operations in higher education, all types of collegiate institutions are giving serious attention to fiscal administration.

For many historically black colleges, this matter is of special importance partially because of a substantial increase in the variety of funding resources which they are now administering. SREB is assisting a number of these institutions to make significant improvements in their fiscal administration.

Project achievements include the establishment of new accounting systems, sometimes using a modest-cost mini-computer; the development of a manual clarifying business office practices for all campus personnel; and the preparation of job descriptions for each fiscal management position to promote greater efficiency and improved morale.

The SREB program was initiated in the mid-Seventies with funding from the William R. Kenan, Jr. Charitable Trust. The program features continuing consultation and technical assistance, coupled with internships for fiscal staff in an assisting institution where desired procedures are already in place.

Each project is developed after an analysis of the institution's particular needs and extends over a period of two years during which modified policies and procedures can be firmly established.

The on-the-job internship experiences are reinforced by consultant visits by staff from the assisting institution to help in the actual implementation of the changes needed to improve efficiency. This continuum of services goes beyond those forms of assistance which conclude with a series of recommendations for modifications, which may or may not be finally put into operation.

When outside funding concluded in 1977, SREB elected to continue working with selected institutions. Thus far, eleven institutions have been assisted, five with Kenan support and six with SREB funding. Five of the institutions are public and six, private.

As the project continues, special attention is being directed to the administration of federal funds, whether for student financial aid, for instructional program development, or for capital improvements.

Participating Institutions: Benedict College, SC; Bethune-Cookman College, FL; Fayetteville State University, NC; Kentucky State University; Livingstone College, NC; Norfolk State University, VA; Paine College, GA; Rust College, MS; Savannah State College, GA; Southern University in New Orleans, LA; and Virginia Union University.

Staff: William C. Brown, James M. Godard

Support: SREB funds and William R. Kenan, Jr. Charitable Trust

Testing a Blueprint for Nursing Curriculum

At the outset of the Seventies, a series of issues confronted nursing education and service. The turnover rates for nurses in hospitals were high. Employers noted the lack of clinical skills displayed by new nursing graduates. Nursing manpower was poorly distributed within states, despite the opening of many new collegiate training programs. At the same time, a number of hospital-based diploma programs were closing.

Meanwhile, a position paper of the American Nurses' Association was stirring controversy within nursing and other health fields with its proposal that the baccalaureate degree become the first professional degree in nursing. Yet, the opportunities for Registered Nursing (RN) students in two-year and diploma programs to transfer into four-year schools without undue loss of credit were few. And the relatively new roles of nurse practitioner and clinical specialist remained generally unaccepted.

With this background, SREB began a project to address these issues by examining current and prospective health care patterns, predicting what nurses would be called upon to do in the near future, and recommending ways of preparing new nurses with the specific competencies identified for the two-year, four-year, and graduate levels. A blueprint was drawn up to change nursing curriculum into a more integrated system in which students could re-enter to gain advanced skills and knowledge.

Renewed foundation support of $2.5 million is making it possible to demonstrate this blueprint in a score of Southern sites. These higher education institutions and agencies are testing SREB recommendations on improving the clinical skills of new graduates, matching manpower needs to educational resources, and increasing the opportunities for RN students to advance their education without losing credit for previous study.

Southern institutions are also examining the research and clinical content of graduate nursing curriculum, developing a graduate program for applicants holding a four-year degree in another discipline, and providing baccalaureate faculty with opportunities to acquire practice skills in primary care with an emphasis on patient health assessment.

Participating Institutions: Dillard University, LA; Emory University, GA; George Mason University, VA; Hampton Institute, VA; Kentucky Council on Higher Education; Manatee Junior College, FL; Medical University of South Carolina; Mississippi University for Women; Northwestern State University of Louisiana; Prairie View A&M University, TX; St. Petersburg Junior College (St. Petersburg and Clearwater campuses), FL; Santa Fe Community College, FL; Texas Woman's University; University of Alabama in Birmingham; University of Maryland; University of North Carolina at Greensboro; University of South Florida; University of Tennessee at Knoxville; and Virginia Commonwealth University.

Staff: Audrey F. Spector, Patricia T. Haase, Mary Howard Smith

Support: W. K. Kellogg Foundation of Battle Creek, Michigan

Manpower Issues in Nursing and Allied Health

The days when health care administrators were grateful for "warm bodies" to fill allied health and nursing positions should be coming to an end.

According to a recent SREB analysis, a sevenfold increase in the annual number of graduates from allied health programs in the South since 1968 is producing a considerable change in the health labor market situation. Similarly, the more than doubling of the number of registered nursing graduates in the region in the last six years should ease the nursing shortage.

It stands to reason that the large, recurring annual supply of such health personnel will catch up with past deficits and meet current demands. Further proliferation of allied health and nursing programs in the region may, in fact, lead to an oversupply of health manpower.

But a bumper supply of health personnel in the region will not necessarily assure adequate supply at the community level. Already there are indications of ample numbers of health workers in some metropolitan areas, while at the same time rural hospitals are crying for nurses, laboratory technicians and other allied health specialists. Saturating the market with ever-growing numbers of graduates may not be the most effective means of solving the distribution problem.

Public financing of more and longer educational programs to train students for health occupations was promoted in a time of prevalent health manpower shortages. As these deficits are removed, however, the extent of the public's responsibility to finance the education of every student with an interest in a health field comes into question.

Lengthening of educational preparation has been the tendency in many traditional disciplines in and out of the health fields. Allied health and nursing programs, which in past years emphasized training programs highly specific to each vocational specialty, are following paths already traveled by other fields, as they argue for broader curricula and higher degree levels.

Rigidities in the health industry are especially conducive to the requirement of such longer preparation and higher degree levels than is the case in other fields where licensing and professional certification play a lesser role.

To the extent that longer preparation is clearly tied to performance requirements, the enforcement of extended education is a quality control measure to protect the public. But where competence to perform the tasks of the various allied health occupations is not dependent on educational "stretch-out" and higher degrees, enforcing such requirements may restrict supply, raise health care costs, and thwart the public interest.

For the individual college or university, an interest in maintaining enrollment levels coincides with the objectives of some health professions that seek to elevate educational requirements and lengthen training. This mutuality of interests calls for careful examination of disciplines and programs to identify those for which more extensive training is a demonstrated need to guarantee competent job performance.

Report: *Implications of Lengthened Health Education: Nursing and Allied Health Fields*

Staff: Eva C. Galambos

Support: SREB funds

Addressing New Issues in the Human Services

Over the past 25 years, an important role of SREB's program in mental health and human services has been to identify the emerging needs and trends that are not yet being addressed by collegiate training programs.

In some cases, these needs are translated into funded projects to update curriculum or improve management in the human services. Many times, however, the nature of these new issues does not dictate long-term regional action. Instead, these new concerns can be aired productively in an open forum by leaders of the region's state human service systems.

SREB is providing such a forum twice a year through its Command Staff School, which is held immediately after meetings of the SREB Commission on Mental Health and Human Services. The state commissioners of mental health and mental retardation and their deputies are invited to these informal day-and-a-half sessions, for which SREB provides an appropriate resource person to spark discussion.

One recent SREB Command Staff School dealt with increasing productivity of state mental health agencies. In the industrial sector, a rise in productivity is easier to measure than it is in the human services. Nevertheless, the public today is demanding more and better results for all tax-supported efforts. This session discussed ways state mental health managers can meet these public expectations.

Another session focused on successful manpower utilization programs in mental health. Today, there is a tendency for health and mental health agencies to add staff members without clear notion of how best to use them. As a result, many programs are overstaffed. Through better manpower management, these programs can reduce the number of personnel and also increase client results and staff morale.

Two sessions looked at leadership issues for top state mental health officials. One discussed barriers faced by mental health directors in developing and implementing new programs to meet new needs, which often means taking away resources from existing efforts. Another session examined those personal qualities and administrative styles of human service leaders that are judged to be effective and innovative.

Another frequent theme of these SREB seminars is establishing working relationships with the varying clienteles and constituencies in mental health. One set of relationships discussed recently was how to communicate with external groups, including legislatures, state personnel and budget agencies, professional associations, citizen support groups, and higher education officials. Although public employee unions have not become a major part of the Southern human service scene, a recent examination was made of the increasing pressures for collective bargaining.

Although two of these discussions resulted in major SREB projects in manpower utilization and productivity, the major function of the Command Staff Schools is to serve as a forum for the South's human service leaders to increase their understanding of and exchange views on emerging issues and trends.

Staff: Harold L. McPheeters
Support: SREB funds

Mid-Level Careers in Mental Health

Traditionally, staff persons in mental health programs were required to be fully qualified professional psychiatrists, psychologists, social workers, or nurses with advanced degrees.

In the mid-Sixties, however, severe manpower shortages arose when the nation increased its commitment to community mental health centers, alcohol and drug abuse programs, and other human services. At the same time, initiatives were being taken to extend services to rural areas, minority groups, and to the long-term mentally ill and the retarded, who were being returned to their communities rather than being warehoused in large state institutions.

SREB undertook to help the region's community colleges and four-year institutions develop training programs to produce a new middle level of personnel to deliver these mental health services to clients as part of an overall team.

Much of what these middle level technicians do is clinical work with emotionally disturbed persons and their families. Typically, these assignments are performed in situations in which workers can call on professionals for consultation and after a team conference has made a diagnosis and set an overall treatment plan.

These workers also do outreach work to refer people with emotional problems to services, and function as case managers to help the chronically ill and retarded with all aspects of their community adjustment.

They also do a variety of neighborhood development work, such as organizing Alcoholics Anonymous groups and assisting residents to understand and work with mentally disabled persons. Other community work includes helping schools, churches, and industry to stage programs to promote better community mental health, such as pre-retirement counseling and efforts to help parents foster the emotional growth of their children.

SREB's initial role was to help the region's colleges draw up new curriculum and design relevant field training for these workers. Now, one project is developing standards and procedures for approval of these new academic programs. SREB is also helping mental health agencies to establish job descriptions and career ladders for graduates and to deploy these workers in more generalized roles than was true for the aides who worked in mental hospitals traditionally.

Another current project is drafting a certification program for individual workers based on competent performance rather than on academic degrees. In all these efforts, SREB has given attention to providing links between these middle level training efforts and advanced professional degree programs, so that students may transfer credits and receive advanced standing in professional schools.

Staff: Harold L. McPheeters; Arthur L. Benton; Edward J. Jacobs
Support: National Institute of Mental Health

Recent SREB Publications

General

Annual Report, 1978-79
SREB and Higher Education in the South, 1948 to Today (sound/slide presentation)

Basic Planning Information

Budgeting of Postsecondary Education in the Eighties (periodical)
Changing Higher Education Budgeting Practices: One State's Experience (presentation)
Fact Book on Higher Education in the South, 1977 and 1978
Financing Higher Education in the Eighties: Fewer Students, More Dollars? (presentation)
Higher Education Studies, Reports, and Surveys in the SREB States (flyer)
A Profile of Southern Postsecondary Education in the Mid-80s (periodical)
State and Local Tax Ability and Effort, 1977
Supply and Demand for College Graduates in the South, 1985

Educational Opportunity

The Academic Common Market, 1979
Black Enrollment in Higher Education: Trends in the Nation and the South
Degree Output in the South, 1975-76: Distribution by Race
Racial Composition of Faculties in Public Colleges and Universities of the South
White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions

Health, Mental Health, and Human Services

Abstracts of Nursing Research in the South, Volume 1
Concepts of State Mental Health Manpower Development
Continuing Education for Mental Health Workers
A Current Overview of Veterinary Medical Education in the South
Day Care Personnel Management
Implications of Lengthened Health Education: Nursing and Allied Health Fields
Influencing the Distribution of Physicians: Manpower Policy Strategies (periodical)
Planning Mental Health Programs and Facilities Under Public Law 93-641
Project Report on Faculty Development in Nursing Education
Staff Roles for Mental Health Personnel: A History and Rationale
Student Performance Evaluation: The Hidden Agenda in Nursing Education
Supply and Demand for Registered Nurses in the South, 1985

Legislative Directions

Higher Education Perspectives '78: Proceedings of SREB's 27th Legislative Work Conference
Southern Higher Education Legislative Report (periodical and summary report)

Periodicals

Financing Higher Education
Higher Education Memo
Issues in Higher Education
Regional Action (SREB Quarterly Newsletter)
Regional Spotlight (News of Higher Education in the South)
Rollcall (Report for Legislators on Developments in Higher Education)

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Steven H. Smartt, *Associate Project Director* / Faculty Evaluation
Mary Howard Smith, *Coordinator* / Nursing Curriculum Demonstration
Audrey F. Spector, *Nursing Programs Director, Executive Director* / Council on Collegiate Education for Nursing
David S. Spence, *Research Associate*
Margaret A. Sullivan, *Publications Assistant*
Nancy E. Travis, *Project Director* / Training for Child Care Delivery Systems

Audit

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Auditors' Opinion

Board of Control for Southern Regional Education:

We have examined the balance sheet of the Board of Control for Southern Regional Education as of June 30, 1978 and the related statements of support, revenue, and expenses and changes in fund balances and of functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of the Board at June 30, 1978 and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Deloitte Haskins & Sells

August 24, 1978

Balance Sheet, June 30, 1978, with Comparative Amounts as of June 30, 1977

ASSETS	1978	1977
General Fund:		
Cash	$ 40,277	$ 14,288
United States Treasury bills	1,551,191	1,354,393
Furniture and equipment (net of accumulated depreciation of $89,986 in 1978 and $76,587 in 1977)	76,644	88,824
Other assets	2,795	3,982
Total	$1,670,707	$1,461,487
Restricted Funds:		
Cash	$ 108,741	$ 205,266
Accounts receivable—grantors	200	30,948
United States Treasury bills	44,065	9,992
Balances due from (to) general fund:		
Investment advances to general fund	410,000	285,000
Advances by general fund for restricted funds expenditures	(49,923)	(33,956)
Other assets	2,571	2,270
Total	$ 515,654	$ 499,520
Other Funds:		
Appropriations receivable from states for student places and for student aid at regional service institutions (Note 4)	$ 430,850	$ 225,731

See Notes to the Financial Statements.

LIABILITIES	1978	1977
General Fund:		
Accounts payable and accrued	$ 51,812	$ 50,152
Balances due to (from) restricted funds:		
Investment advances by restricted funds	410,000	285,000
Advances for restricted funds expenditures	(49,923)	(33,956)
Fund balance:		
Allocated for contingencies	300,000	300,000
Allocated for relocation of offices	100,000	100,000
Unallocated	858,818	760,291
Total	$1,670,707	$1,461,487
Restricted Funds:		
Accounts payable and accrued	$ 27,484	$ 21,130
Deferred revenue:		
Grant		10,000
Membership dues	37,198	29,025
Fund balances	450,972	439,365
Total	$ 515,654	$ 499,520
Other Funds:		
Appropriations payable to regional service institutions for student places and for student aid (Note 4)	$ 430,850	$ 225,731

See Notes to the Financial Statements.

Statement of Support, Revenue, and Expenses and Changes in Fund Balances
For the Year Ended June 30, 1978, with Comparative Totals for 1977

	General Fund	*Restricted Funds*	*Total All Funds 1978*	*1977*
Support and Revenue:				
Appropriations by states	$ 896,000		$ 896,000	$ 896,000
Grants and contracts:				
Foundations		$ 868,847	868,847	771,738
Federal agencies		691,980	691,980	428,934
Other				14,388
Membership dues of the Council on Collegiate Education for Nursing		37,175	37,175	33,750
Interest	94,504	1,969	96,473	92,965
Miscellaneous revenue	9,015	4,133	13,148	17,092
Total	999,519	1,604,104	$2,603,623	$2,254,867
Expenses:				
Administration and Development	407,888	113,043	$ 520,931	$ 521,226
Research and programs	493,104	1,479,454	1,972,558	1,767,987
Total	900,992	1,592,497	$2,493,489	$2,289,213
Support and Revenue in Excess of Expenses	98,527	11,607		
Fund Balances, July 1, 1977	1,160,291	439,365		
Fund Balances, June 30, 1978	$1,258,818	$ 450,972		

See Notes to the Financial Statements.

Statement of Functional Expenses

For the Year Ended June 30, 1978, with Comparative Totals for 1977

Nature of Expense	Administration and Development	Research and Programs	Total Expenses 1978	Total Expenses 1977
Personnel—salaries, fees, etc.	$308,681	$ 979,435	$1,288,116	$1,177,220
Grants to individuals and institutions		501,784	501,784	509,563
Travel and conferences	83,053	302,846	385,899	266,443
Office operations	48,916	65,098	114,014	137,223
Printing		70,210	70,210	89,396
Rent, maintenance, and utilities	45,471	45,883	91,354	71,958
Depreciation of furniture and equipment	13,624		13,624	8,830
Other	21,186	7,302	28,488	28,580
Total	$520,931	$1,972,558	$2,493,489	$2,289,213

See Notes to the Financial Statements.

Notes to the Financial Statements for the Year Ended June 30, 1978

1. Significant Accounting Policies

The fourteen member states appropriate funds for support of the Board of Control for Southern Regional Education ("SREB"). These funds are used for administration, development, research, and programs and are included in the general fund.

Support for some of SREB's programs is received from foundations and federal agencies. These funds may be used only for programs under agreements with the grantors and are therefore included in restricted funds.

United States Treasury bills are stated at cost plus accrued discount.

Furniture and equipment are stated at cost less accumulated depreciation. Depreciation is computed by the straight-line method based on the estimated useful lives of the classes of depreciable property, generally three to ten years.

The summarized information included in the financial statements for the year ended June 30, 1977 is included only to provide a basis for comparison with 1978 and is not intended to present all information necessary for a fair presentation in accordance with generally accepted accounting principles.

2. Tax Status

SREB is exempt from Federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code and has been classified as an organization that is not a private foundation as defined by Section 509(a) of the Code. Contributions to SREB are deductible from taxable income by donors as provided in Section 170 of the Code.

3. Pension Plan

SREB has a contributory pension plan which covers substantially all employees and provides for the purchase of individual deferred annuity contracts from Teachers Insurance and Annuity Association of America. SREB's pension expense was $61,574 for the year ended June 30, 1978.

Notes to the Financial Statements for the Year Ended June 30, 1978 (continued)

4. Appropriations by States for Student Places and for Student Aid at Regional Service Institutions for the Year Ended June 30, 1978

Regional Service Institutions	*Total*	*Alabama*	*Arkansas*	*Florida*	*Georgia*
Auburn University	$1,401,667			[illegible]	
Baylor University	55,000		$ 55,000		
Emory University	1,283,350		3,750	[illegible]	$ 754,600
Florida State University	9,306	$ 3,556			
Georgia State University	1,035			1,035	
Georgia Institute of Technology	4,668	4,668			
Louisiana State University	387,500		230,000		
Meharry Medical College	709,250	86,250	7,500	85,500	45,000
North Carolina Central State University	1,500				
North Carolina State University	23,295				
Southern College of Optometry	1,404,000		136,500	195,000	146,250
Texas A&M University	2,544				
Tuskegee Institute	520,000		45,000	60,000	60,000
University of Alabama in Birmingham	173,500				19,500
University of Florida	75,000				
University of Georgia	880,951				
University of Houston	260,000		42,250	65,000	
University of Maryland	22,665			11,265	
University of North Carolina	19,784				
University of Tennessee	488,750		351,250		
Vanderbilt University	25,000				
Virginia Commonwealth University	25,138			18,750	
Total	$7,773,903	$96,474	$871,250	$979,785	$1,005,350

Louisiana	*Mississippi*	*South Carolina*	*Virginia*
	$225,000		$ 20,000
	41,250		
			3,750
	67,500		
$ 63,750	52,500		41,250
			1,500
			3,292
87,750	97,500	$ 95,875	39,000
2,544			
	35,000	40,000	75,000
9,750	40,250	22,750	22,750
		220,000	340,000
71,500	16,250		
			11,415
			17,034
	137,500		
$235,294	$712,750	$378,625	$574,991